 FRACTIONS in CCSS K-8 standards

**Grade 3** In Grade 3, instructional time should focus on four critical areas:

1.

2. developing understanding of fractions, especially unit fractions (3.NF);

3.

4. ((describing and analyzing two-dimensional shapes))

Note: Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

**Grade 4** In Grade 4, instructional time should focus on four critical areas:

1.

2. developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers (4.NF);

3.

4.

Note: They also get into the conversion of fractions to decimals and the reverse.

Note: “Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.”

**Grade 5** In Grade 5, instructional time should focus on four critical areas:

1. developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions) (5.NF):

2.

3.

4.

Note: “Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)”

**Grade 6** In Grade 6, instructional time should focus on four critical areas:

1.

2. completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers (6.NS);

3.

4.